ELSB
Early Literacy Skills Builder

iPad app User Guide

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Curriculum Overview

The Early Literacy Skills Builder (ELSB) is a multi-year preliteracy curriculum for elementary-aged students with significant developmental disabilities who have not acquired print and phonemic awareness. The ELSB is appropriate for students who have moderate-to-severe intellectual disabilities or multiple disabilities, and students who have autism.

This curriculum is based on underlying principles of direct and systematic instruction. These two components were combined to create the scripted curriculum for ELSB. Two systematic instructional methods used in this curriculum are the system of least prompts and the constant time-delay procedure. Additionally, repeated opportunities to learn a concept is an important component of ELSB and the app. Repeating lessons 2-10 times has shown positive results.

The ELSB curriculum has seven levels with five lessons each. Each level increases the expectations for students. Lessons are built on 14 objectives arranged in an easy-to-hard sequence. More difficult objectives are not introduced until higher levels and easier objectives receive less emphasis at higher levels (see the Additional Resources).

ELSB has two major components: 1. Building with Sounds and Symbols; and 2. Building with Stories. The ELSB app presents the Building with Sounds and Symbols component, which includes the scripted lessons for teaching each early literacy skill. The Building with Stories component uses literature of students' grade level in shared story reading activities. This component gives students access to the general classroom curriculum and helps students apply the literacy skills they learned to a story-based lesson. The ELSB app does not include this component, however, it is a critical component to implement. Users are strongly urged to implement some form of story-based lessons in addition to using the app. For more information or for story-based lesson guidelines, refer to Early Literacy Skills Builder (Browder, Gibbs, Ahlgrim-Delzell, Courtade, & Lee, 2007) and Building with Stories: Adapted Books for Early Literacy (Zakas & Schreiber, 2010).

An advantage of using the app over print is that the app is able to store detailed records of the daily work students are accomplishing. Students' responses and the amount of time spent on each objective are stored. Daily work and Assessments are stored and accessible to the educator.
ELSB app follows the same script and instructional content of the ELSB print curriculum for the Building with Sounds and Symbols component. Each student has an avatar to represent them. The student's avatar enters the screen to signal the student's turn to respond. For more details on avatars, see Get Started - Avatars.

Additional Resources

Additional resources are available to use in conjunction with the ELSB app include PDF files of teaching support materials. These files are available from www.AttainmentCompany.com on the ELSB app product page. PDFs include flashcards of the sight words and a collection of ELSB images that are used throughout the app. These images are available for printing or for use in augmentative/alternative communication (AAC) devices. Also available are the Scope and Sequence Overview and a detailed Scope and Sequence by Level that may be useful in writing student IEP goals and achievements.

Supplemental materials, such as the printed All About Moe book, Moe hand-puppet, and the printed ELSB curriculum are available for purchase from Attainment Company, Inc.

Glossary of Terms

anticipatory set: an opening activity to a lesson meant to engage students and get them excited about the skills they are about to learn. The app anticipatory set is labeled "opening."

constant time-delay procedure: a teaching procedure in which during the first teaching round, the educator points (the prompt) to the correct response, giving no time between the direction and the prompt (zero time delay); this teaching trial is followed by a second round where after giving a direction, the educator withholds prompting for a period of time (e.g., waits 5 seconds) to give the student an opportunity to respond.

direct instruction: a teaching model that supports teaching in small steps, providing student practice after each step, providing guidance during practice, and ensuring a high level of success.

distractor: an incorrect response provided as a foil.

observational learning: a feature in ELSB software that encourages students to participate in occasional lessons with their peers. Students will not be asked to answer every question in the lesson. The number of questions the student will be given is based on half the number of times they are assigned to repeat the lesson. (File --> Options --> student's name - Settings --> General Options - Times to repeat lesson.)

prompt: a verbal or physical support or cue provided to help students choose the correct response.

prompt hierarchy: a system of prompting the student in which the student is first given the opportunity to respond independently; if no response, a verbal prompt is given; if no response, a model is given; if still no response, a physical prompt is given; etc. until the correct response is given.

system of least prompts: a method of instruction that uses a prompt hierarchy to support a student during instruction; the prompts provided work from least intrusive (e.g., verbal) to more intrusive (e.g., physical prompt) until the correct answer is given.

systematic instruction: a teaching method based on applied behavior analysis that specifies a series of instructional steps that proceed from the easiest elements to more difficult and complex ones.

Get Started

ELSB app opens to a Log in screen. To begin one must be logged in either as Guest or an account created for a student. Logging in as Guest is one way to become familiar with the program. When logged in as Guest, activity in the program will not be saved. All activity in the program is saved when the student is logged into an account created for them.

To create student accounts tap the gear icon. If you have added a password, you'll be prompted to type the password to enter Options. **As a backup, Attainment will always work as a password**.
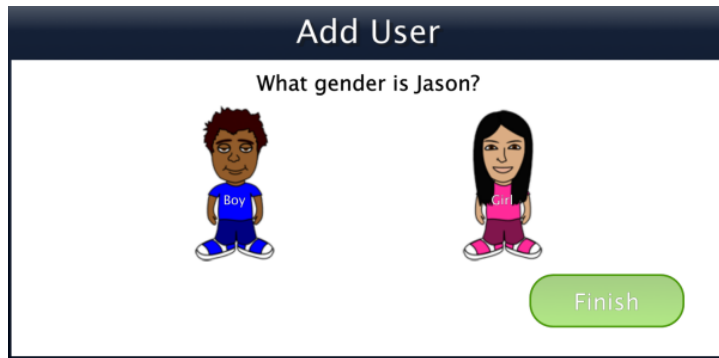
Avatars
Log in

Log in

Once student accounts are created, their name will show in the drop down menu on the Log in screen. To log a student in, select their name and press the OK button. Guest is another Log in choice.

Once the program is opened, Options can be accessed by tapping the name of the student currently logged in, which is shown in the upper left corner of the screen. Options is for adding student accounts, changing program settings, and viewing Results.

Avatars

While participating in the ELSB app, an avatar represents the student (except during Assessments). Creating an avatar happens while creating a student account and also when logging in as Guest. There are many physical characteristics to choose from, such as eye shape, eye color, hair style, hair color.

To modify an avatar once it's created, go to Options --> Student Settings --> System tab - Edit.

Choose Lessons

ELSB starts with Level One lesson 1 and ends at the completion of Level Seven Assessment. The app remembers the last completed lesson and how many times lessons are to be repeated. (The number of times lessons are repeated is an option in student's settings.)
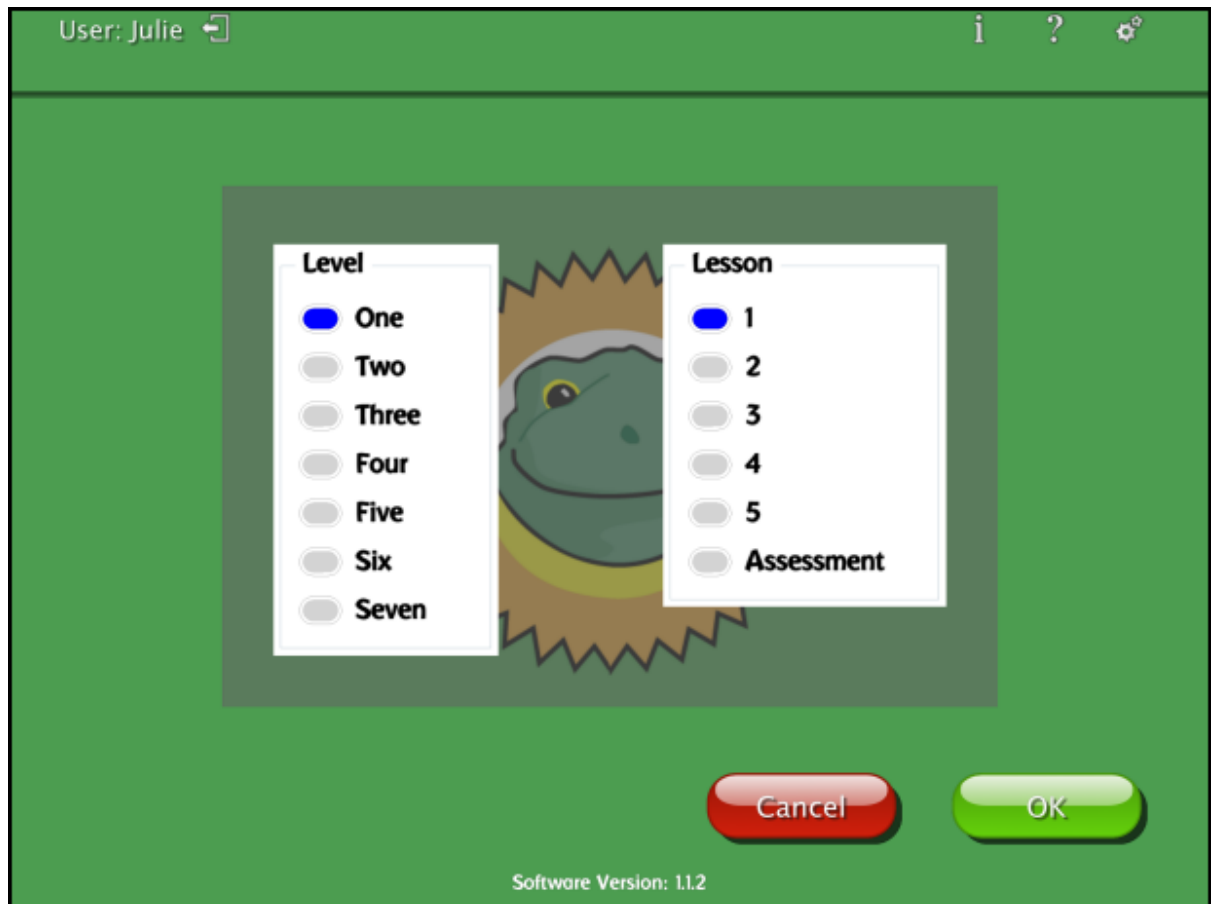
Once logged in, The Choose Lesson window shows the level and lesson the app suggests. Tap OK to start the app or adjust the Level or lesson.

Navigation

ELSB is designed to take students through lessons briskly. Each lesson starts with an Opening and ends with a Closing. Tools are available that allow you to interrupt progress of the lesson.

A pause button is located in the lower left corner. The app will only respond to the pause button in designated parts of the script. If pause doesn't respond, wait for the script to advance a sentence or two and try again.

While a student is using the app, additional navigation options are tapping on the current user name and the lily pads.

Tapping on the current user logged in (upper left corner) gives access to logging out the current user and program Options (settings and results).

Lily pads are lined-up on the upper, right-side portion of the curtain. Each objective in a lesson has a lily pad. A frog sitting on the lily pad indicates the objective has been completed or is currently open. A lily pad with a transparent frog, indicates the objective was started, but not completed. A vacant lily pad indicates the objective has not been opened. To jump to another objective, hold your finger on a lily pad for a couple seconds then release your finger, a window pops up asks if you want to jump to the objective you pressed.

On the Choose the Level and Lesson screen, the user guide , program information , and Options can be opened.

Objectives

ELSB was developed to shape mastery of 14 objectives through an easy-to-hard sequence. Daily lessons contain selected objectives. A few easier objectives have less emphasis at the upper levels and a few harder objectives are not introduced until later levels. This curriculum has seven levels, each level has five lessons.


An Opening segment begins each lesson. It's a short anticipatory set to warm up and engage the student in the lesson. Each lesson ends with a short Closing. Moe the frog is a focal point of the Openings and Closings.

Lily pads are lined-up on the upper, right-side portion of the curtain. Each objective in this lesson has a lily pad. A frog sitting on the lily pad indicates the objective has been completed or is currently open. A lily pad with a transparent frog, indicates the objective was started, but not completed. A vacant lily pad indicates the objective has not been opened. To jump to another objective, hold your finger on a lily pad for a couple seconds then release your finger, a window will pop up asking if you want to jump to the objective you pressed.

Objective 1
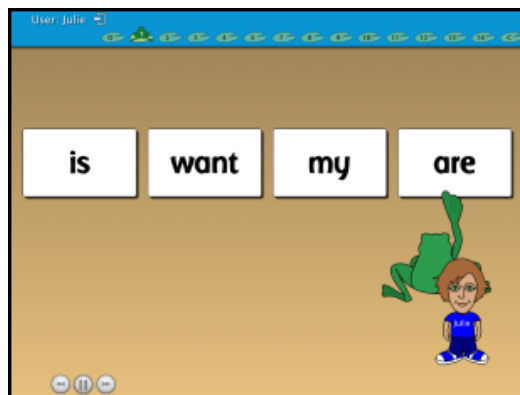
Activity: Flashcard Game

Objective: Read sight words

Purpose: This activity uses drill and constant time delay to enhance students' sight word vocabulary.

What Happens: In round one students are instructed to point to the sight word that Moe is pointing to. In round two students are instructed to point to the sight word on their own. If no response is given within 5* seconds, Moe guides students to the correct answer by pointing to the word. When no response is given within another 5 seconds, the verbal prompt is repeated. If another 5 seconds passes without student interaction or an incorrect answer is selected; the incorrect answers fade, the correct answer is visually enhanced and is the only answer selectable.

Sight words introduced in Objective 1:
>   Level 1 boy, friend, girl
>   Level 2 me, is, friend
>   Level 3 want, he, boy, is
>   Level 4 my, are, is, me, want
>   Level 5 like, give, friend, are, he
>   Level 6 where, have, my, girl, give
>   Level 7 was, does, like, have, where

Demonstration words used through all levels are Moe and Green

Levels 1 and 2 show the correct answer and one distractor; Levels 3 and 4 give two distractors; and Levels 5 - 7 give three distractors.

*An option to adjust this amount of "wait" time is available in student settings. The default is 5 seconds.

Objective 2

Activity: Flashcard Game
Objective: Point to sight words to complete sentences.
Purpose: The purpose of this activity to enhance students' comprehension of sight word vocabulary.
What Happens: The sentence appears and is read, then a word is removed and the sentence is read once more. Word card options are shown. Students are instructed to select the word that fills in the sentence. Students are given 5* seconds to select a word on their own. If no response is given within 5 seconds, the verbal prompt is repeated. If another 5 seconds passes without student interaction or an incorrect answer is selected; the incorrect answers fade, the correct answer is visually enhanced and is the only answer selectable.
Levels 1 and 2 show the correct answer and one distractor; Levels 3 and 4 give two distractors; and Levels 5 - 7 give three distractors.

*An option to adjust this amount of "wait" time is available in student settings. The default is 5 seconds.
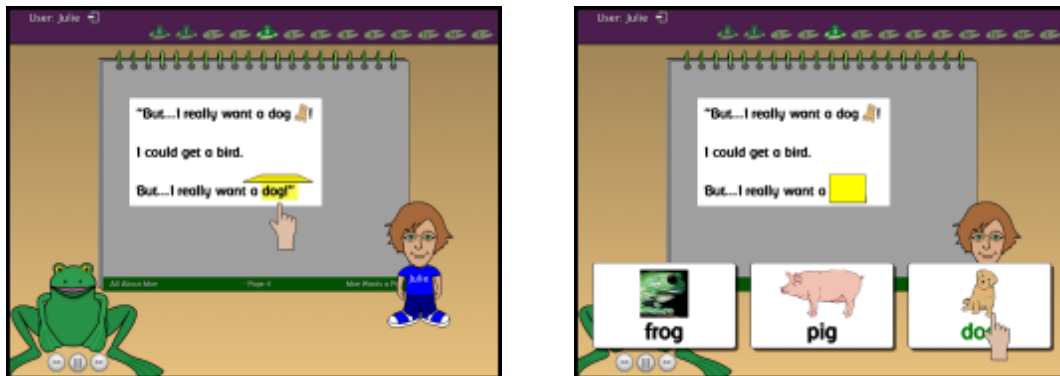
Objective 3

Activity: Pointing to Words

Objective: Point to text as it is read.

Purpose: This text-pointing activity promotes print awareness, that is, the concept of words and spaces, and left-to-right, top-to-bottom orientation of text reading.

What Happens: First a story from the **All About Moe** book is read. A line of text is singled out for text pointing. The words are pointed to as they are read again. The students are then prompted with highlight and a pointing finger, to point as the text is read one more time. The program waits during the second round, for the student to point to the first segment/word before reading the text. Early levels use a single line of text for text pointing. As students progress through the program additional lines are added.
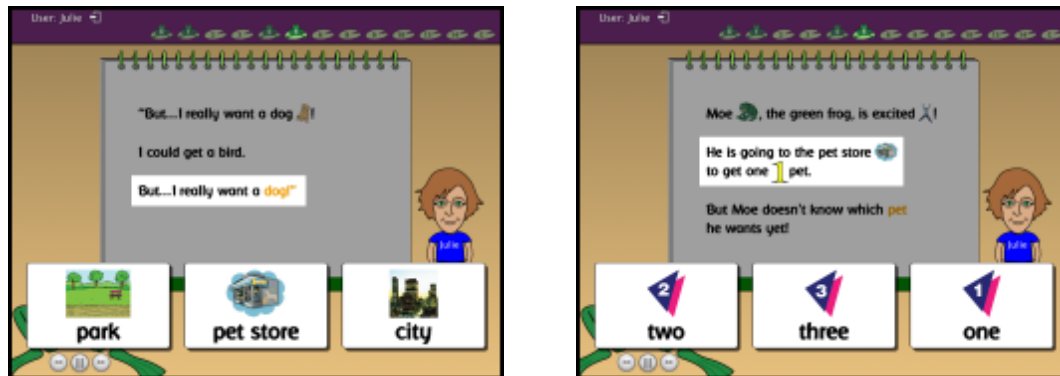
Objective 4

Activity: Hidden Words

Objective: Say and/or point to a word to complete a repeated story line.

Purpose: This activity promotes students' awareness of text and the concept of word. The repeated storyline allows students to predict the text. Listening comprehension is also improved in this activity.

What Happens: Lines are read from the story that contain a repeated story line. The repeated word is covered in the second line with a Post-It® note. Students are instructed to touch the covered word and the app demonstrates this first. After the student points to the covered word, the second part of this objective is to select the word now showing as a card choice. The app first demonstrates by reading the lines again and selecting the correct card. The lines are read one more time and the students are instructed to select the correct card.

Objective 5

Activity: Answering Questions

Objective: Respond to literal questions about a story.

Purpose: The purpose of this activity is to provide support for listening comprehension. Literal questions are asked immediately after a designated line is read as a way to support students' comprehension of the text read.

What Happens: A story from the **All About Moe** book is read. Questions about the story are asked at designated lines in the story. Choice cards are presented. In early levels, the answer choices combine pictures with text. In later levels, the choices are text only. In early level, the questions are literal, but in later levels, questions may be predictive, summative, and inferential.

Objective 6

Activity: Chunking Words

Objective: Syllable segmentation.

Purpose: This activity emphasizes syllable segmentation - a phonological awareness skill that lays the foundation for phonemic awareness. Children learn that words have larger parts (syllables) before they discover that words have individual sounds. The purpose of the activity is to help students hear the rhythm and stress in words and therefore hear the syllables.

What Happens: The narrator and Moe say words the fast way and the slow way. Moe demonstrates clapping for each syllable in a word. Then students are instructed to clap (tap on Moe's outstretched hand) once for each syllable they hear. Delivering words the slow way emphasizes syllable segmentation. The app will wait until the student "claps" for each syllable to be spoken. A setting in Options is available to turn off the "wait", meaning the program will continue regardless of a response or lack of response. Another optional setting is to reverse the order, so the student claps after the syllable is spoken.

Objective 7

Activity: Tapping Out Sounds

Objective: Tap out sounds in CVC (consonant-vowel-consonant) words.

Purpose: This activity emphasizes segmentation - a phonemic awareness skill. Having the words spoken the "slow" way introduces students to segmenting sounds in words.

What Happens: Moe says the word slowly and demonstrates tapping on a switch for each sound in the word. Then students are instructed to tap (tap on the switch) once for each sound they hear. The program waits for a "tap" for each sound. A setting in Options is available to turn off the "wait", meaning the program will continue with the exercise regardless of a response or lack of response.

Objective 8

Activity: Letter Sounds Game

Objective: Identify letter-sound correspondences.

Purpose: This activity introduces students to letter-sound correspondence. The focus of the activity is on the sound the letter makes rather than on the letter name. The poem is provided as a way to "bombard" students with the sound being introduced. The focus of the poem reading is on giving students an opportunity to hear the sound in words, not to keep up with touching the letter/sound card as words that start with the sound are said. This objective helps students begin to learn the alphabetic principle.

What Happens: Students are instructed to touch the letter/sound with Moe. Next, the students are instructed to find the letter/sound given other graphic distractors. A poem is read and the students are to listen for words that start with the sound. The first time the poem is read, Moe touches the letter/sound card when a word is read that starts with the sound. The second time the poem is read, students are instructed to touch the letter/sound card when they hear a word starting with the sound. Animated characters move in the scene when the letter/sound is touched within a "reasonable" amount of time from the word being spoken.
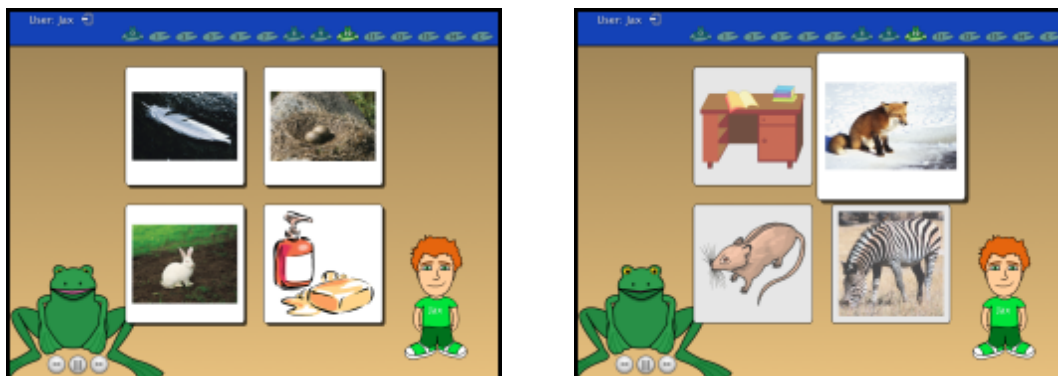
Objective 9

Activity: First/Last Sound Game

Objective: Identify the first and last sounds in words.

Purpose: This activity helps students begin to understand that words consist of sounds and the sounds in a word can be segmented. Students also learn what first, last, and next sound means. This activity develops phonemic awareness.

What Happens: Four word cards are displayed. One-by-one the cards are enlarged for direct instruction on first and last sounds. Moe models the activity by pointing to the first, next, and last sounds in the words. Students are asked to say the word then point to the first, next, and last sounds.
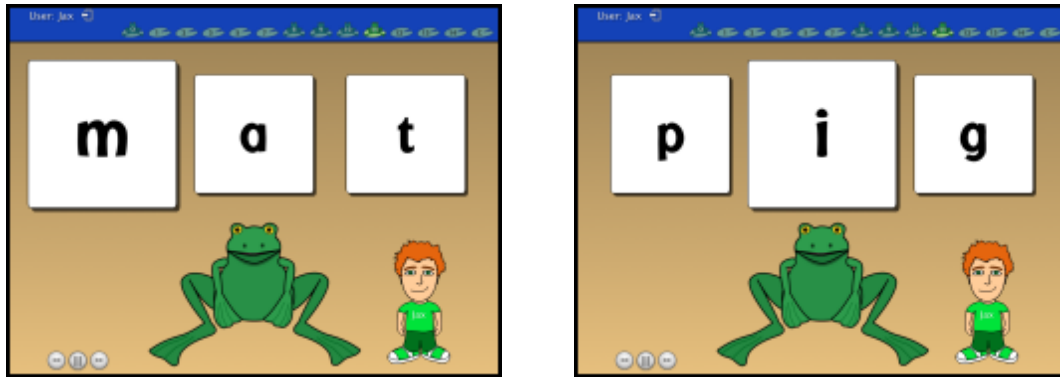
Objective 10

Activity: Finding Pictures with Special Sounds

Objective: Identify pictures that begin/end with given sounds.

Purpose: This activity emphasizes segmentation - phonemic awareness skill. Students need to be able to segment the beginning and/or ending sound of a word to have adequate phonemic awareness.

What Happens: Four pictures are displayed. One-by-one each picture is named and the first or last sound of the word is emphasized. Students are instructed to select the picture with a specified first or last sound. Early levels ask only for beginning sounds; ending sounds join the activity in Levels Six and Seven.

Objective 11

Activity: Stretching Words

Objective: Point to sounds in words.

Purpose: Students learn that words can be segmented into sounds. CVC words are the focus in this phonemic awareness activity.

What Happens: A consonant-vowel-consonant (CVC) word is shown with each sound segmented on a separate card. The word is read slowly, segmenting each sound in the word. Next the students are instructed to point to each sound as the word is read again with each sound segmented.

Objective 12

Activity: Finding Pictures

Objective: Blend sounds to identify pictures.

Purpose: This activity requires students to blend sounds into words and find the corresponding picture. Blending is a component of phonemic awareness.

What Happens: Four picture word cards with CVC words are shown. Moe segments the sounds in a word and then models pointing to the picture representing the blended sounds. Then Moe segments another word in to sounds and the students are asked to choose the picture representing the blended sounds.

Objective 13

Activity: New Word Game

Objective: Point to pictures/words representing new vocabulary.

Purpose: This activity helps students develop new vocabulary. The new words are presented using both photos and illustrations to help students recognize there are various forms of the word.

What Happens: Three different pictures of the new vocabulary word are displayed. The activity is modeled: two pictures are dimmed and one picture is enhanced while stating what the vocabulary word is. Students are asked to point to the picture. The same steps are used with the other two pictures. The next part of the activity shows four different words with pictures. Students are instructed to point to the picture of the new vocabulary word. This is repeated using the other two pictures. Next, the activity is repeated with a vocabulary word introduced in earlier lessons.

Words introduced in Objective 13:

Level 1 boy, girl, friend. People words are functional sight words plus useful for social exchanges.

Level 2 happy, sad, mad, excited, scared. Feeling words assist in self-expression and self-determination.

Level 3 dog, cat, bird, rabbit, snake. Pet words are motivational and a common experience for many.

Level 4 play, read, swim, shop. Action words are useful in creating schedules, calendars, or choices outside lessons.

Level 5 pool, zoo, park, bowling alley. Place words can be used in field trips or community instruction.

Level 6 birthday, cake, sing, game. Birthday party words can help with communicating about social events.

Level 7 presents, clothes, toys, books, CDs, games. Items to give to others can be motivating and a common experience for many.

Objective 14

Activity: Fun with Writing

Objective: Use new vocabulary words and personal information.

Purpose: This activity increases the student's awareness of print and promotes use of the new vocabulary word learned.

What Happens: Three books are shown and students are asked to select their own books. If pages have been created in earlier lessons, they are read. Next a new page is added. Students are guided through creating a new page incorporating the new vocabulary word introduced in the previous objective. Questions are asked and the students select their answers from picture word cards. This book can be printed from Options --> student's name - Settings --> My Book About Me tab.

Book pages students create:

1. My name is _____.
2. I am a _____. (boy/girl)
3. The name of my friend is _____.
4. _____ makes me happy.
5. _____ makes me sad.
6. _____ makes me mad.
7. _____ makes me scared.
8. _____ makes me excited.
9. My pet is a _____.
10. My pet is not a snake. My pet is a _____.
11. My pet is not a rabbit. My pet is a _____.
12. My pet is not a bird. My pet is a _____.
13. My pet is a _____.
14. I like to play with my friend, _____.
15. I also like to play with _____.
16. My friend likes to _____.
17. I like to _____ with my friend.
18. My friend and I have fun when we _____.

19. I can swim at the _____.
20. I can see animals at the _____.
21. My friend and I can play at the _____.
22. I can go bowling at the _____.
23. I want to go to the _____.
24. My birthday is in the _____.
25. I like to eat _____ at birthday parties.
26. I would like to _____ at my birthday party.
27. A game I would like to play is _____.
28. I would like _____ for my birthday.
29. I would like to get _____ presents for my birthday.
30. _____ is my favorite toy.
31. _____ is my favorite book.
32. _____ is my favorite CD.
33. I would like _____ for my birthday.
34. I think apple pie is _____.
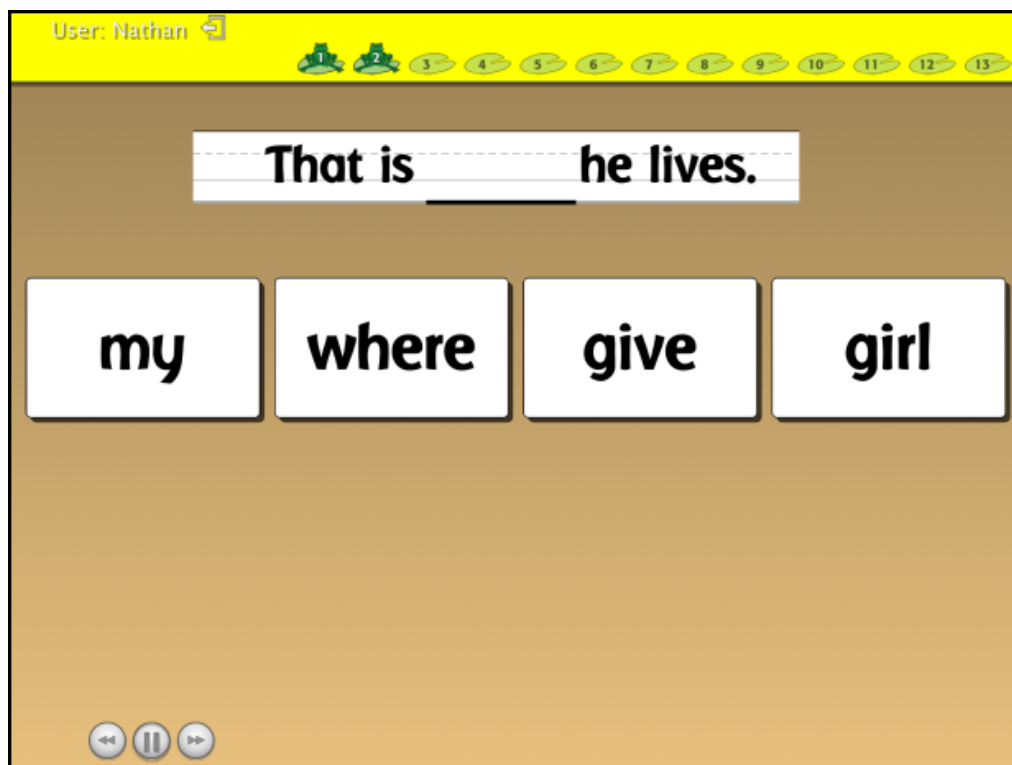35. I love my _____.

Closing

Each lesson ends with a quick wrap-up with Moe.

Once Moe has left the classroom, students can explore the classroom by tapping on objects. The **All About Moe** book and the book the student is creating will be on the table. The books on the table can be read; tap on one. Stories from the All About Moe book are shown separately.
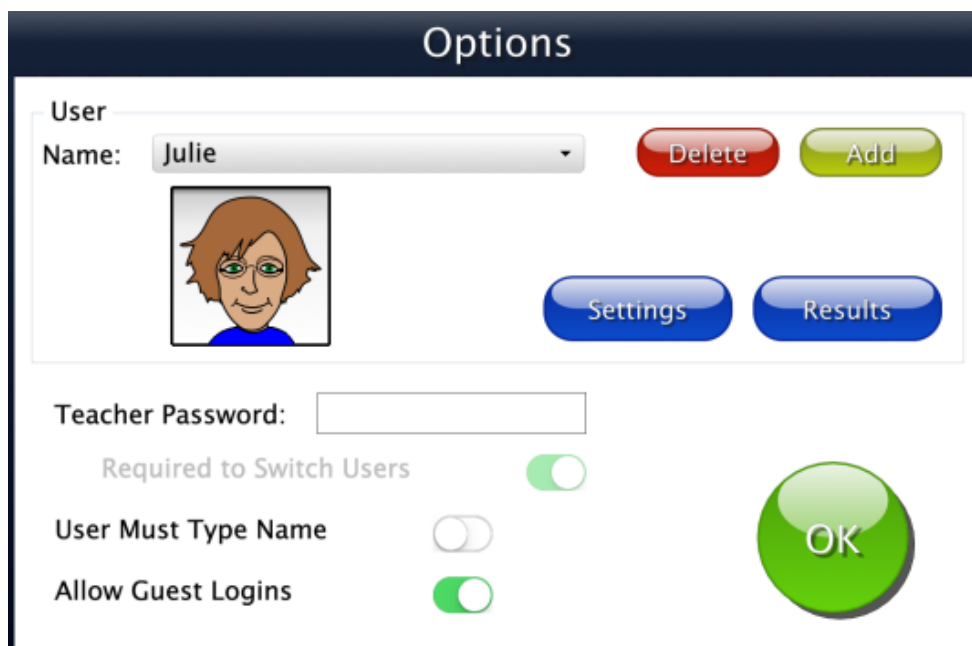
Assessments

Assessments are assigned at the end of each level. They systematically test the students on concepts and materials learned throughout work in the level. Since ELSB curriculum is based on repeating lessons and there are five lessons per level, students might work for multiple months on a level before taking the Assessment. Once the student has completed Lesson 5 of a level, administer the Assessment to the student individually to determine if the student is ready to progress to the next level. Determine a mastery level for each student individually; a minimum of 75% mastery may be adequate for some students, but a goal of 90% might be the target for other students. If a student does not obtain the mastery level determined for him or her, repeat the lessons in the level and re-administer the Assessment. For students who seem to be stuck on a level due to lack of mastery of a particular skill (e.g., not reaching mastery on two attempts), consider several alternatives. First, you might repeat the level, but increase the number of times this student repeats each lesson (Options - Settings.) Or repeat selected objectives for which the student had difficulty, then readminister assessment. Or, proceed to the next level; skills will be spiraled back in and repeated at the next level.

During Assessments the answer given is recorded and instantly gives the next question. Student avatars are not used in Assessments.

Options

Options is where to add student names (so their work will be saved), personalize their activity settings, set scanning details, access records of students' work completed, and print My Book About Me books that students are creating.

To open Options, tap the gear icon [gear icon] in the upper right corner on the Log in or Select Level/Lesson screen. If it asks for a password and you have forgotten your password, Attainment will always work as a password.


General Options
- **Teacher Password** allows you to create an optional password that needs to be typed to open Options. As a backup, Attainment will always work as a password. Password is not case sensitive: upper or lower case does not matter.
- Turn On **Required to Switch Users** to extend the password requirement to include switching users.
- Turn On **Users Must Type Name** to require all students to type their login name.
- Turn Off **Allow Guest Logins** to remove Guest as a login option. When a student is logged in as Guest, results are not saved. Guest can be removed as a login choice only after one or more login names have been added.

Add Names

At the top of the general options screen are buttons to Delete or Add student names. Delete a student account by selecting the student name from the drop down list of names, tapping Delete.

Tap the Add button to create a student account. Type the student's name in the box and tap Next.
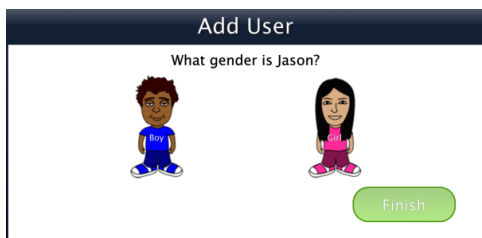
The first question to create an avatar is the student's gender. Next select one of the eight models that resembles the student. This avatar can be assigned as is by selecting Finish or select Edit to modify the avatar's appearance.

Use the tabs on My Avatar page to view adjustable characteristics. Adjustable characteristics include hair style, hair color, head shape, skin tone, eye shape, eye glasses, eye color, nose shape, mouth shape, eyebrows, and clothes color. When the student's avatar is complete, tap the OK button. (Avatar characteristics can be modified any time through Options --> student's name - Settings --> System --> Edit Avatar.)

Once a student avatar is completed the app returns to the general Options screen. Individual student settings can now be made by selecting the Settings button, add other student names, or exit Options by tapping the OK button.

Student Settings
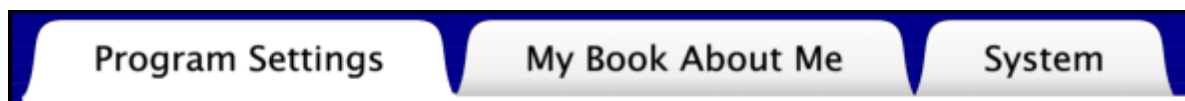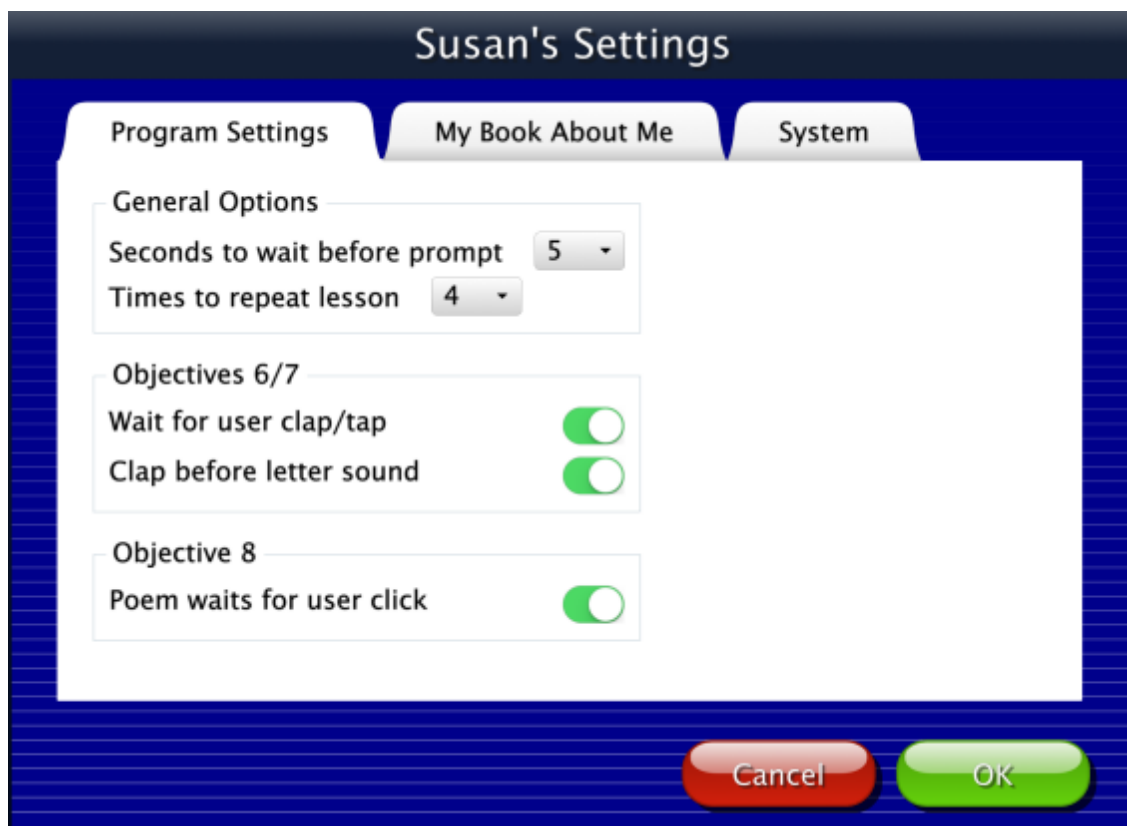

To edit individual student settings, select the student's name from the drop down Name list on the General Options screen. Then tap Settings.

Three tabs categorize available settings; they are Program Settings, My Book About Me, and System.

Program Settings tab

- **Seconds to wait before prompt** - drop down selections. The program default is 5 seconds wait before the prompt is given.
- **Times to repeat lesson** - drop down selections. Repeating lessons has proven effective and strongly suggested for use in the software. The program default is 4 times to repeat the lesson.

Objectives 6 and 7 Chunking Words - Clap Out Syllables and Tapping Out Sounds

- **Wait for user clap/tap** toggle button. On, the app will wait for student to clap or tap after each syllable or sound. Off, the app pauses slightly to give opportunity to respond, but will proceed regardless of student input.

- **Clap before letter sound** toggle button. This is for Objective 6 Clap Out Syllables. On, the app will wait for student to "clap" before saying the next syllable.

Objective 8 Learning Letter Sounds Game - Poem

- **Poem waits for user click** toggle button. On, the program will wait for student to click on the letter/sound every time it's read. Off, the program continues reading the poem regardless of student input.
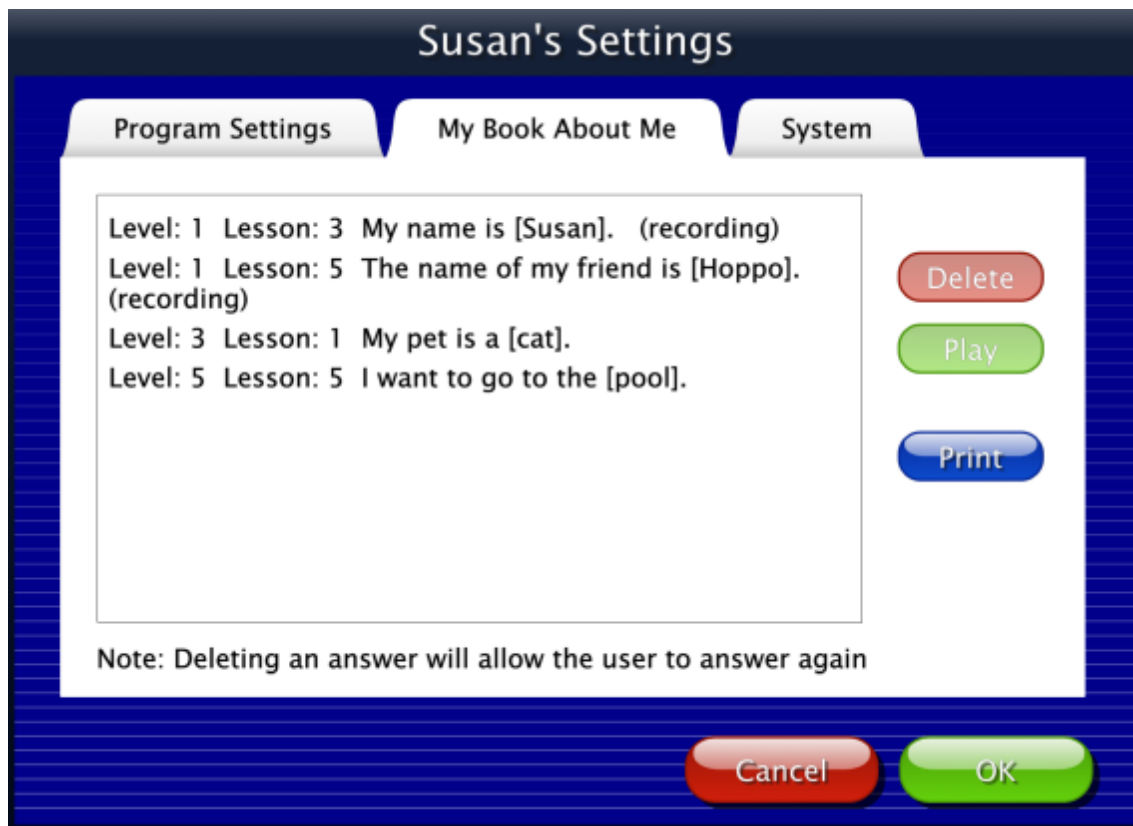
My Book About Me tab

Pages this student has completed in their **My Book About Me** book (Objective 14) are listed. You can Delete and Play individual completed pages. When a page is deleted, the page will be given to record again the next time this student is in My Book About Me (Objective 14.)

The Print button allow students' books to be printed. Printing student books provides opportunity to further students' experience with literature and reading.

System tab

Scanning is built into ELSB and is an alternative option to accessing the program.

- **Scanning** choices are Disabled, Single Switch, and Double switch. Disabled is the default and scan access is turned off. Single Switch has autoscan movement and pressing the properly attached switch selects the button highlighted. Double Switch is for step scanning with the student controlling how quickly the highlight moves. One switch to move and one switch to select.
- **Autoscan Delay** is the amount of time the scan highlight stays on a selectable button in single switch scanning.
- **Device** is the switch and scanning interface to be used with the iPad.
- **Debounce** is the amount of time the program will ignore repeat switch hits.
- **Highlight size and color** are adjustable.

- **Show Touches** A white circle appears at the point of contact between a finger and the iPad glass.

- **Sound Speech and Sound Effects** allows you to turn off sound output from the app.
- **Edit Avatar** allows you to modify the avatar for this student.

Press OK to return to the main options screen.

Student Results

To view or print students' activity in ELSB, select the student's name from the drop down Name list on the General Options screen. Then tap the Results button. Detailed results are stored for students' daily activity and level ending Assessments.
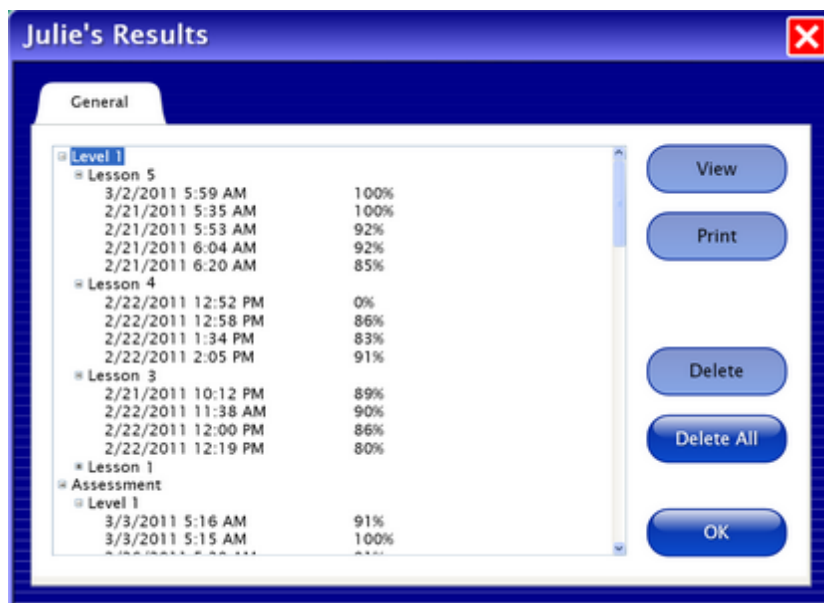
To view details of a session, select the date, then tap View.
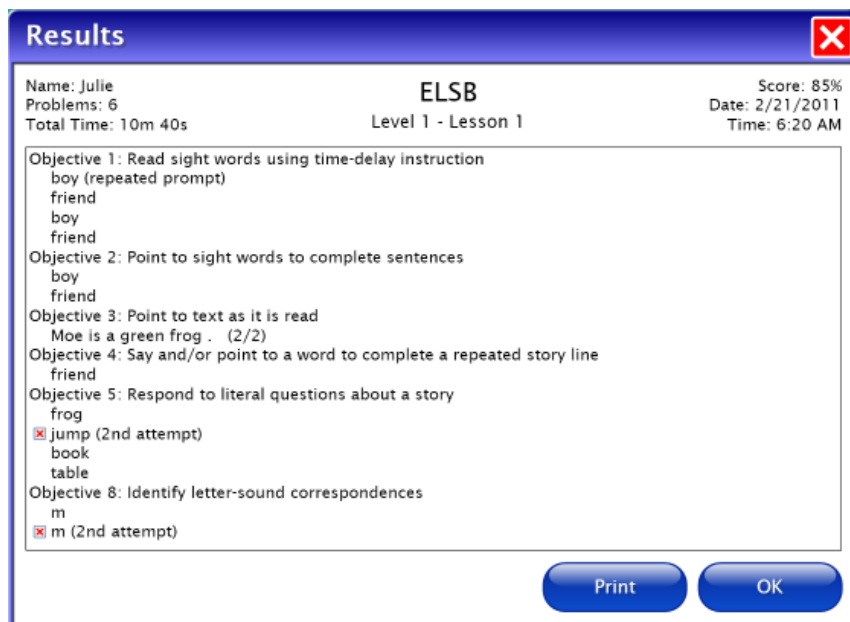
ELSB Foundation/Research

Early Literacy Skills Builder (ELSB) is a scientifically based early literacy intervention curriculum for students with significant developmental disabilities. The curriculum was developed, implemented, and evaluated by Project RAISE at the University of North Carolina at Charlotte. This five year research project was supported through a grant from the U.S. Department of Education, National Center for Special Education Research.

Research-based instructional priorities in emergent literacy summarized by the National Center to Improve the Tools of Educators (Gunn, Simmons, & Kamé enui, 1995) were utilized by Project RAISE to determine specific skills to be included in ELSB. Supported by scientifically based reading research, ELSB components include experiences with phonemic awareness, the alphabetic principle, vocabulary and reading comprehension, and vocabulary development. The theoretical model for ELSB included the use of principles of applied behavior analysis like direct instruction (Rosenshine & Stevens, 1986) and systematic instruction (Wolery, Bailey, & Sugai, 1988).

ELSB was first published as a print curriculum, then released the software version (Windows/Macintosh), Attainment Company now introduces the iOS app version. For documentation of the multi-year research, videos of the print curriculum being implemented, or videos of teacher and parent interviews visit Attainment's website www.AttainmentCompany.com.

The implementation of the research included approximately 60 minutes of daily instruction in ELSB lessons. Students also participated in shared stories literacy instruction (Building with Stories.) Shared stories uses books typical of the students' grade level to practice additional listening comprehension, learn conventions of print (such as title and author), and provide a socially inclusive learning environment.

References

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Technical Support

If you have a problem running **ELSB** app, please call or email Attainment Technical Support. If possible, have your iPad nearby while we discuss solutions.

You can speed the process if you collect some basic information ahead of time:
• What was the error and type of error message, if any?
• What triggered the problem?
• Can you duplicate the problem?
• What iPad, iOS, and app versions are you running?

Tech Support is available weekdays from 9 am - 5 pm (CST)
phone: 1-800-327-4269 or 1-608-845-7880
email: techsupport@AttainmentCompany.com
website: www.AttainmentCompany.com

We welcome your comments or questions.
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